The Educational Weekly.

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Editorial.

AS a far-reaching and final remedy for incompetency in all departments of our educational service, the most thorough and comprehensive measures for promoting professional instruction are indispensable. A knowledge of the science of education and the art of teaching must be exacted of all who are to occupy the places of responsibility and trust, either as school officers or teachers. Where an entire nation is to be educated, the entire nation should, in a liberal sense, become educators, to the extent, at least, that each citizen should possess an intelligent and thorough appreciation of education, both as to its true ends and its essential means. Education suffers no less from the incompetency of professed friends to defend it than from the attacks of its open and avowed enemies. It is simply a fact that so vast and complicated has our school system become, and so far has it advanced beyond the old landmarks, that a large proportion of the *educated classes* are too ignorant of its details to be able to defend it from the assaults of even its more common-place adversaries. If there be any doubt upon this subject, let the skeptical but listen to the discussion of any question touching "cheap text-books," normal schools, teachers' institutes, or county superintendents, in any of our state legislatures, not even excepting that of Massachusetts, the mother of American education. Our public school system has outgrown the knowledge of a large proportion of the intelligent classes. Its progressive development has given birth to new agencies, whose true functions are, as yet, but imperfectly understood by a great majority of the people. This fact accounts for the dense and disgraceful ignorance displayed in the discussion of educational questions by our legislatures.

The study of education, as such, therefore, has become a necessity of the times. It must be recognized universally that the *teacher* is the most conspicuous personage in the system. The teacher must be thoroughly educated and trained. He must be made capable of leading in all things pertaining to his profession. His influence in the school, and in all that relates to the outside of the school, should be supreme. While he educates the children mentally and morally, he should be able to educate the people educationally. To this end the business of multiplying and perfecting the agencies for the preparation of teachers must be indefinitely extended. The American normal school must be regarded as being just in its infancy. The number of such schools will, in the near future, be greatly increased. Their organization and management will be, as they may be, vastly improved. Their mission is to make the vocation of the teacher in reality what it now is only in name, a profession. They must be made equal to the task of supplying every school with "an able master worthy of the high vocation of instructing the people." Grant the potency of the argument for one teachers' seminary, and you concede the necessity for as many as may be required to meet the demands of the entire school system

This is not assuming that there are not many competent teachers who have never enjoyed the benefits of special training. It is freely conceded that there are. Nor is it assuming that all who are trained in normal schools, however good, will prove successful as teachers. It is freely conceded that some will fail. But this has nothing to do with the argument. A supply of able teachers and competent school officers must be created. It will not appear spontaneously. It will come only by and through a wise adaptation of means to ends. These means will be composed of institutions and agencies wisely organized and efficiently conducted with sole reference to the desired end. The doubting may doubt, partisans may oppose, demagogues may obstruct, and the superficial may contrive substitutes, but this work will go on. The business of providing competent educators, whether as teachers or school officers, will only be second in magnitude to that of educating the whole people. The whole people can never be educated until an adequate supply of those who comprehend their business is produced for all departments of the work.

Neither teachers' institutes, normal institutes, nor any other temporary choice, can ever be made a substitute for permanent, thorough, and efficient training schools. They are simply useful to those who cannot secure any greater advantages. They are useful as a means of quickening public sentiment, and of conveying general educational ideas to the young and inexperienced. But to say they are sufficient is to declare education to be below the level of the mechanical trades, and to degrade the fundamental work of forming character to that which aims to produce the commonest commodities of daily life. It is virtually to confess, indeed, that the enlightenment of the people and their preparation for citizenship are merely secondary objects of public concern. Only the most thorough and permanent measures can produce the results demanded. In substituting teachers' institutes for normal schools, the legislature of Kansas has committed a stupendous, not to say a stupid, blunder. The statesmanship that can abolish normal schools, and then vote a a quarter of a million dollars for penitentiaries, it is extremely difficult to characterize.

Besides a vast increase in the number and a decided improvement in the *quality* of our normal schools, special provision should be made in high schools, colleges, and universities for in-

struction in the history, nature, means, and ends of education, with particular reference to the condition and needs of modern education. School systems, school legislation, school architecture, school organization, school management, and kindred matters, should be made subjects of careful study and comparison. We can afford to blunder anywhere and everywhere else rather than here, because blunders here will be sure to generate blunders everywhere else. No person should be permitted to serve as a school officer who cannot prove by the most certain tests that he is thoroughly familiar with every part of the system he is to aid in administering. No person should be allowed to direct a system of education who is not well informed concerning its details and in full sympathy with its objects. To pursue a contrary policy is simply to invite the failures we so often reap. Purge our educational service of incompetency, and there would be slight occasion for complaint. Whatever other defects might exist in the system would soon be rooted out by an active and efficient *personnel*. Let briefless lawyers, sickly clergymen, patientless physicians, and pestiferous demagogues be consigned to back seats. Let practical educators be called to the front, and our educational service will be speedily reformed.

The struggle over the question of compulsory school attendance has been more animated than ever during the past winter, especially in the halls of legislation. Public opinion may be said to be still very much unsettled on this subject. The views of the most prominent and most able educators are by no means uniform, some of them taking strong ground against it, while probably the majority are even more strenuous for it. The debates over proposed legislation of this kind are invariably excited, and often extremely heated; but the zeal manifested, on one side or the other, is not always according to knowledge. The questions involved are by no means easy of solution, and some of them reach to the very roots of human nature and of the province of government. To an intelligent treatment of them, the most careful study ought to be considered an indispensable prerequisite.

On the whole, considering what has been attempted during the past year, it can not be said that compulsory school attendance —a better, because more nearly correct term, than "compulsory education,"—has made much progress. Laws for enforced attendance have been before many of the state legislatures; and in some of these bodies they have received prolonged attention in both committee-room and the legislative chambers. But in none of them, we believe, except in that of Ohio, have any of the proposed measures succeeded in passage. In the Buckeye State, under favorable auspices, a reasonably judicious law of this kind is placed on trial. If such a statute succeeds anywhere, in a Western or Middle state, it will be this under the care and stimulus of Ohio educators and school officers. The result will be anxiously awaited.

It does not appear as yet that any law compelling attendance upon the public schools, or equivalent education otherwise, has met with any marked success—or, perhaps it may be said, with any success at all—any where in this country outside of New England. In Michigan, which had the first straight compulsory law of this description ordained by any of the states, it has been a flat failure from the beginning. The late Superintendent of Public Instruction, when about to retire from office, declared that he had never heard of an instance of its enforcement, and the attendance upon the common schools, during some years after its enactment, actually retrograded. In New York, the new law is very nearly a failure, as was noted in the last number of the WEEKLY. Very similar is the record of the operation of such laws in California and the other states west or south of the Hudson, in which it has been tried.

But if such a law ought to be a success anywhere in the republic, it should be in New England. In this little but potential tract, upon the present soil of Massachusetts, so long ago as 1642, the first law for compulsory instruction of the young was ordained on this side of the Atlantic. The conditions of success have seemed more favorable in the commonwealths of the far northwest than elsewhere in the land. For years the modern Massachusetts truant law was comparatively inefficient, but is now understood to be doing good service. Secretary Northrop reports favorably of the operation of similar laws in Connecticut. And now comes New Hampshire, with her last report, saying that, as regards compulsory attendance of pupils, it is found that the law enacted for that purpose is universally approved. Although the law has accomplished favorable results, yet it is only where but a slight disinclination to attend school prevails; and where there is a disposition to evade it, it is generally ineffective. This is not very strong testimony, but it is good so far as it goes, and is, we suspect, stronger than can be had from most of the states.

W.

The hard times, and some growth of common sense, probably, have prompted the young ladies of a number of graduating classes this year to resolve to dress upon commencement day in plain costume—some of them deciding upon simple calico dresses. The idea is an excellent one, if only the resolution be not taken in the spirit of Diogenes the cynic, which evoked the sarcasm from a friend: "O Diogenes, I see thy pride through the holes in thy garments!" Genuine economy, springing from right motives, is to be commended, specially now, as the country begins to recover from its long financial stringency. But the crusade against expensive clothing is very mild in this country compared with that undertaken against finery by a country clergyman and his wife in England. Several weeks ago he took his congregation to task for the wearing of jewelry and fine raiment, and after criticising them so closely that some of them left the church in anger, he announced that he had drawn up regulations for the Sunday School, providing that no collars or cuffs, artificial flowers, feathers, brooches, lockets, or ear-rings were to be worn there. In attempting to carry out the regulations, he came to grief. One child, with a penny-locket on, was deprived of the ornament, and eight girls with small sprays of flowers on their hats, were turned out by the clergyman's wife. Upon this teachers and scholars made common cause, and left the school with a rush. Once outside they were joined by the people of the parish, and created a scandalous scene by hooting and yelling, which annoyed the vicar and his wife into temporary submission. W.

The pioneer society, in a series of associations which ought to be long in its list as well as its endurance, was regularly organized a few days ago in New York city, under the state law for incorporated bodies. It takes the name of "The Educational Relief Society," and its object is stated to be "to coöperate with the Board of Education of the city of New York in advancing the cause of education on a broad and unsectarian basis, and principally and especially to clothe, feed, and keep in the public schools the destitute children of the said city, and incidentally to aid the parents, and those having the charge of such children, in

such manner as shall enable them to secure the education, elevation, and improvement of their children." It is not composed of teachers and school officers, but of public-spirited citizens generally; and among its directors are men of national reputation, as Peter Cooper, Wm. C. Bryant, Dr. Holland, the Rev. Alfred Taylor, the distinguished Sunday School worker, and others. The society makes thus a most hopeful beginning, and we trust a tree of centuries has thus been planted. Its history will be watched with interest, especially by those who may look to the formation of similar societies in other cities of the Union.

W.

The American Philological Association will meet this year at the Johns Hopkins University, in Baltimore, in a three days' session, beginning July 10th. The progress of philological study will be reviewed in the President's address. But the discussion of greatest interest and practical importance promises to be that upon reform in English spelling, toward which steps have been taken at previous meetings. Every one who writes, prints, makes materials for printing, or reads proofs in the vernacular, ought to centre his attention upon this discussion; for all the classes indicated are closely concerned in the proposed reform. Considering the millions now yearly wasted, in the value of physical and mental energy, time, and matter wasted in the persistent reproduction of useless letters in our speech, the sooner a radical change comes—and comes in good shape—the better. As Hamlet says to the players, "O, reform it altogether!"

W.

MORAL CULTURE.

Miss P. W. SUDLOW, Supt. Public Schools, Davenport, Iowa.

I AM aware that while the anxious worker calls for something practical, something of which he can make immediate and conscious use, there is at the same time nothing more truly practical than that which awakens thought by the statement and elucidation of far-reaching principles, discovering to the mind the magnitude and importance of the work in hand, and the basis truths upon which success must rest.

The enthusiasm enkindled by a review of the records of the past, and an emulation awakened by the contemplation of the achievements of other toilers, each scene lighted up by the glowing imagination and the poetic conception of another, is preëminently practical. It gives a power that mere instruction can never impart. *Knowledge* is not always power. *Enthusiasm* gives potency to otherwise feeble ability.

Yet, while philosophic disquisitions, and moral enthusiasm, rank high as forces, there are still wanting methods and appliances, practical skill and detailed instruction, to the successful working out of the thoughts generated, and the impulse set in motion by the former. These latter must be elaborated by patient perseverence and varied means.

Some of the elements of a well regulated moral character for which the school, in its place and degree, is responsible, are habits of order, punctuality, neatness, purity of speech, proprieties of personal behavior, obedience, truthfulness, etc. I say habits designedly, for in the inculcation of these virtues, *training* is more potent than teaching. Solomon did not say: *Teach* a child what he shall do and he will do it; but, *train* up a child, etc.

Herein the *teacher* has untold advantage over any other public instructor in morals, that he can insist on the *practice* of what he teaches.

The pupils should also be led to an apprehension of the obligations growing out of their relation to the school; to one another; to home; to country; to their Creator.

To secure *order* from *pupils*, all the appliances and work of the schoolroom must be arranged in an orderly manner. The teacher should conform to this, and require a strict and continued compliance on the part of the pupils in coming, going, sitting, standing, and in disposing of books, apparatus, etc. Soon this will become the *habit* of the school; all new comers will conform to it, and order will not only be established in the school, but will become an element of personal character in the individual child, in proportion to the time spent in the school and the strength of counter influence.

So with neatness, purity of speech, and the proprieties of personal behavior. The teacher must first give to the pupils the benefit of personal example in all the intercourse of the school, and then, not only *ask*, but *exact* from them these observances and manners, not fitfully, but continuously; and, while very patient with the awkward or careless learner—thoughtless oftimes because a child—and very gentle with those who may be taking their first lessons in pure speech and gentle manners, yet, at the same time, persistent in requiring from them *the effort* of compliance with the requirements of good taste and good breeding in every utterance and action.

Time should not be lost, nor the pupils annoyed, by repeated reproofs for bad manners and bad conduct, but the practice of their opposites should be insisted upon till the good overmasters and supplants the bad.

As motives to effort, the gain that will come to himself; the approval of parents, teachers, and friends; his own conscious self-respect; and the sanction of Him who has made such wondrous display, all about us, of order, fitness, and beauty, may be presented.

I mentioned truthfulness last, but it is at the foundation of all excellence. Truth first, and grace and beauty are readily superinduced to complete and adorn the moral character. And, here again, the teacher must be the exemplar, and all the arrangements and requirements of the school must conform to an unquestionable basis of truth. No promises or pretensions of doing what is not intended; no false excuses for neglect of duty; no planning for display at the expense of honest labor and acquirement; no neglect of a work not so easy of accomplishment as another; no excusing from duties fairly imposed; no explaining away or covering up of honest failure, must find place in the conduct of the teacher or the programme of the school. The teacher easily reads the subterfuges of the child in its attempt to evade duty or cover up delinquencies, and the child in its turn and degree is no less clear-sighted, and, alas, more imitative. "Be careful that you offend not one of these little ones."

It cannot be expected, reasonably, that all schools, and every pupil, be the teacher ever so faithful and competent, can be brought up to the desired standard of conduct or acquirement. Nobody does expect it, and teachers have no need to try to make their own work or that of their pupils appear to be better than it is.

But whoever else should misjudge, let the teacher have the consciousness that the pupils under her care are living with her in an atmosphere of sincerity and truth.

But, here, again, follows the duty of requirement, of *training*. The arrangements of the school providing for honest work, and the teacher's exemplification of the *same integrity of purpose*, will not be sufficient to establish the principle of truthfulness in the character of the pupil, unless its *practice* is exacted from him. The *best effort* of the child must be demanded, and the teacher must not be slack to see that it is given. The conscience of the child must be taught to be dissatisfied with less than this. He must not be burdened with the disapproval of his teacher, or with self-reproach because he does not *succeed* best; but he must be required to satisfy both himself and his teacher that he has made honest effort to succeed. This done, and he merits commendation and loving encouragement to further effort. The teacher should also be especially vigilant to see that no false reports are made and accepted, that no spoken or acted falsehood unwittingly meets with approval.

If all dishonesty cannot be prevented, or detected, this much can, and ought to be secured: a prevailing sentiment of loyalty to the practice of truthfulness, and a deep conviction that a violation of truth is a wrong done one's self, a blot on the reputation of the school, and a source of grief to the teacher, as well as wrong in itself, and a sin against God. Thus, all of the virtues that are to adorn the future citizen are, or should be, found in active exemplification and practice in the school.

The well-disciplined and properly conducted school *does* have them all thus embodied and set forth, and moral culture *does* form an essential and abiding element of the same.

"Thou knowest but little
If thou dost think true virtue is confined
To climes and systems; no, it flows spontaneous
Like life's warm stream, throughout the whole creation,
And beats the pulse of every *faithful* heart."

The service of truth and virtue to be ennobling to the character must be, not only an obedient, but a *willing* service; hence, in addition to this prohibition against wrong-doing by direct requirement and the practice of the right, there must be a sentiment created, and fostered, against all that is impure, untruthful, ignoble; and a love for, and loyalty to, all that is pure, noble, and

right and the next practical inquiry is, how can this be done? How can we counteract in these young minds and hearts the tendencies and influences to wrong? How awaken and stimulate a love for the beautiful, the true, and the good?

If in our own hearts we find that love for, and high appreciation of childhood, that reverent faith in its capacities and destiny, and that quickened sense of responsibility which those should have who assume the duties of teacher, we shall find ourselves with lavish means and opportunities.

The daily opportunity for friendly greeting; the opening ten minutes of the school, precious seed-time when the mind is buoyant and receptive, open to impressions that may fall as a benediction for the entire day; the various lessons of the day, especially the reading, to which so much time is given; and last, but not least, the quiet closing bell when the few only are present; all of these times and seasons are open to the teachers of our public schools. All of these opportunities for wise instruction in duty; for loving reproof and gentle counsel; all of these opportunities for stirring with reverent touch the cords of sentiment and affection, and sowing in these young hearts the seeds that shall bear fruitage of future happiness and success, are the teachers to improve.

Finding ourselves thus blessed with opportunity, do we still lack appliances? While we have the Bible with its divine commands, promises, and precepts; the whole range of literature with its wealth of story, verse, and song, each and all of which can be laid under tribute for our use, and the promise of Divine wisdom to supplement ours, it cannot be. The lack, if lack there be, is in ourselves, not in these things.

Our principal resource must be in song, not only the songs learned by the children elsewhere, and thus made available without effort on the part of the teacher, and used without reference to their fitness, in some cases, but songs selected with care, and special reference to the wants of the school.

There is abundance of choicest matter in poem, precept, and song; and can there be better possible way to impress sentiment, awaken emotion, and treasure up truths than by song and recitation? We think not. The educational press has of late been very earnest in recommending the treasuring up by the pupils, of as many as possible, of the gems of our English literature. This is advocated principally as a means of cultivating a pure and correct taste in literature, and surely it may be made a means of more *direct* moral culture.

Here are some simple couplets that came to hand while I was thinking of this:

Dare to be honest, good, and sincere,
Dare to please God, and you never need fear.

Dare to be brave in the cause of the right,
Dare with the enemy ever to fight.

Dare to be loving and patient each day,
Dare speak the truth, whatever you say.

Dare to be gentle and orderly, too,
Dare shun the evil, whatever you do.

Dare to speak kindly, and ever be true,
Dare to do right, and you'll find your way through.

This could be taught the little ones, on successive mornings, a couplet at a time, till all was learned, and then used at one exercise for the morning, followed by song; as "Dare to do right, dare to be true," or other appropriate melody. If the teacher desired, it might be interspersed with Scripture refrain, thus:

"Dare to be honest, good and sincere,
Dare to please God, and you never need fear."

"The Lord is the strength of my life, of whom should I be afraid?"

"Dare to be patient and loving each day,
Dare to speak truth whatever you say."

"Let not mercy and truth forsake thee; bind them about thy neck, write them upon the tables of thine heart."

"Dare to be gentle and orderly, too,
Dare shun the evil whatever you do."

"Enter not into the path of the wicked, and go not into the way of evil men."

And so to the close, followed by appropriate song.

For higher grades we might suggest still farther: If you would infuse a spirit of cheerful effort, take Miss Proctor's "One by One," or of thanksgiving and trust, Keble's "Morning," and follow it by "Day unto day uttereth speech," etc., and sing if you please:

"Come, O my soul, in sacred lays,
Attempt thy great Creator's praise."

For patriotic sentiment let the school learn to recite properly Drake's "American Flag," or other patriotic verse. Let them sing, "My country 'tis of thee," and teach them to remember that "Righteousness exalteth a nation; but sin is a reproach to any people."

If you would impress the pupils with a sense of the wonders of the world on which they dwell, and of the value of true wisdom, you might teach them to recite Noyes's version of the XXVIIIth chapter of Job, and sing if you please:

"Eternal Source of life and light,
Supremely wise and good."

These are hasty jottings down of what comes to mind without time for research. Longfellow's "Psalm of Life," and "The Builders," fixed in the memory, would be a joy and an inspiration long after you may have parted company with those to whom you might impart their glowing numbers.

In like manner, from the inspired singers and writers of our own, and of other tongues, gems of untold value may be, little by little, under the guidance of the teacher, treasured in the storehouse of memory, a perpetual legacy to enrich the heart and purify the taste. How could the possessors thereof ever learn to love the dross and alloy of impure literature if thus early led to value the true and the pure?

I might speak of the use to be made of mottoes and short sayings, and separate utterances of valuable truths, from the "Golden Rule" of the Bible, to "Apples of Gold in Pictures of Silver," set by the wise and good of later days, and of the reading or telling of appropriate story or incident, but I forbear.

I must not fail to speak of the value, especially in the higher grades of school work, of wise admonition and inspiring instruction and counsel from the lips of the teacher. This may be given in conversations in which the pupil may bear a part, or as direct appeals to the school collectedly. Happy is the teacher who in this particular is equal to the privilege and the duty; equal in loving interest for the highest good of the pupil; equal in the ability of coining this generous sympathy and desire into words of such force and beauty as shall carry conviction, and impart strength.

Is it not the duty of each intrusted with these places of influence to strive for this fitness and power?

"O what a glory doth this world put on
For him who, with a fervent heart, goes forth
Under the bright and glorious sky, and looks
On duties well performed, and days well spent!
For him the wind, aye, and the yellow leaves
Shall have a voice, and give him eloquent teachings.
He shall so hear the solemn hymn, that Death
Has lifted up for all, that he shall go
To his long resting-place without a tear."

THE ROBIN'S LESSON.

TARPLEY STARR, Virginia.

FEED the little winter sparrows
That trip round with timid tread,
Round the doorways and the windows,
For the scattering crumbs of bread.

All the tiny twites that throng us,
Every precious thing that stays,
As a household friend among us,
In these cheerless, wintry days.

As the little daughter feeds them,
Let her young, quick eye acquire
How a *nimble* footstep frees them,
While the *heavy* 'd sink in mire.

Many are the points of wisdom
Which these little creatures turn,
In a world where all unwelcome
Come the truths we have to learn.

God—the God that we pray unto,
Without storehouse, or yet barn,
These can trust through snows of winter,
'Till the harvest fields return.

For our crumbs they give their lessons
Round this universal board,
Of a cheerful, bright quiescence,
In our lot, however hard.

Yonder red-breast on the pear tree,
Blushing with his rapturous song,
Gives the gauge to you and me
How the hero's strength grows strong.

Falls the truth, like some soft feather
From yon wing, that's bounding up—
How to melt the roughest weather
With the sunny breath of hope!

Could our spirits only catch it,
And befeather all our homes,
We could never more be wretched,
Whatsoe'er misfortune comes.

IN THE SIGN VIRGO, OR, ONE SIGN AMONG THE MANY. I.

TARPLEY STARR, Virginia.

THIS old world of ours has seen too many changes, and withal, too many delusions for us to be predicating any positive and unalterable future from our mere partial observation of its passing events; but certainly there are changes now going on around us that are very wonderful and suggestive, not to say *prophetic*.

We stand in dumb wonder at the masterly triumphs of mind over matter in this our day. We feel a thrill of grand pride as we behold ourselves now on nature's once unattainable heights, now exploring its inaccessible depths, bringing low its mountains, raising up its valleys, making its forests move at word, its deserts bloom with our roses, its steam fly with our wings—chaining its courses to our chariots, "bridling its lightnings" that they may go and say: "Here we are"—tunneling our current of life through its dead heart, and making its dumb wires vibrate with our living speech,—in a word, throwing our girdle of might around its inert mass in the veritable "forty minutes" of the impossible Puck, and thus holding, as it were, the great wound up earth for our master hands to sport with.

All this is grand for human use, and gratifying for human pride; but there is a deeper meaning in it all than is manifest in the mere material advantage that so addresses itself to our love of creature comfort. It is in itself both a cause and an effect; and its chief value is in the fact that it is a sign of something greater than itself—a proof of the coming on of the higher conquest that we are looking for, and also, a hastening of its glorious approach.

But what is all the victory of mind over matter compared with that of mind over mind—the triumphs of light over darkness, of knowledge over ignorance, of commerce, and charity, and culture over the degradations of brute force and devil power! The wonderful signs of such conquest are all about us, and if they do not hold in themselves the POSITIVE PROMISE of the new and nobler order of things, they are, at least, glorious intimations of progress and of improvement very satisfactory to contemplate.

Is not the circle of human thought widening and deepening, and the range of human sympathies getting broader, and fuller, and freer? Are not men looking to-day with inquiring interest into many things which but a while ago were awed into silence or listened to with sneering disdain? Is not scienee coming down from her high stilts, or from behind the folds of her Eleusinian mysteries and beginning to walk the beaten road of common sense and household needs? Is not education "lengthening her cords and strengthening her stakes" and opening, at last, her hid treasures to all, so that even the hard worn hand of penury, if it be but a patient, earnest hand, can grasp and enjoy to its endless profit and pleasure? And Christianity—mother and patron of all knowledge that is really lasting and ennobling—is she not throwing off her cold chains of bigotry and exclusionism, more than at any time since the Master left her, and rising from the ashes of fire and scaffold to stretch out her great Christ arms to the whole human race? And, reaching forth from her, are there not numberless societies of benevolent and fraternal union working against the monopoly and mammonism of *Society*, so called?

But among all these great signs of promise there is one small sign to which our eye is now particularly turned with tender interest and hopeful anticipation. This sign, for brevity's sake, and for convenience' sake we call

THE SIGN VIRGO.

We are questionably bold, perhaps, to take "Virgo" from her zodiacal loft in high science to fill such a poor place as the being of a mere signpost on our earth path! We use the expression only in a figurative and social sense, in order to point definitely and without circumlocution the truth of a subject that seems every day to be looming up in larger proportions—*The Growing Influence of Woman.*

The incredulous will smile at this setting of female influence in juxtaposition to the mighty master motives that are driving the world along. Virgo set against all the rams and bulls and archers of man's energy and might and skill! But it is one of God's wonder-working paradoxes to "make the weak things of the world to confound the mighty." And woman's position of importance in the production and well-being of the human race, and the tremendous power coming naturally from that position, are no matters of question at all; they are fixed facts, poles of truth on which the world has been turning in darkness and in light from the time of the death dealing Eve to that of the life giving Mary; and that this influence is on the *increase* is quite as self-evident a fact as that she was endowed from the first by her Creator with this inalienable influence. To glance hastily at its most probable cause or causes, and its most natural effect upon the nearing future, cannot be without interest to those of us who care about the perplexing problems that are working out in this world.

Among all the changes that are now going on in the civilized world there is not one in any department more marked than that which has had place, in the last half century, in the matter of the education and general training of women. We need no logic but that of facts. When our grandmothers and great-grandmothers—our mothers even—went to the few places of learning provided for them,—usually old field schools,—it was something exceptional for them to have gotten through "Colburn's First Lessons," or to be able to discourse music with a few old piano familiars, such as "Washington's March" and "Auld Lang Syne," or to have added so much of language to their mother-tongue as to be able to say to any foreigner, German or otherwise, "*Parlez-vous Francais, Monsieur?*"—not being in the least prepared to interview him further should he unfortunately reply "*Oui, M'lle.*" To be able to read and write, to know the multiplication table "by heart," with two years' exercise in geography, grammar, and history, was considered quite preparation enough for any girl to enter upon what *was* considered the *ne plus ultra* of female existence—the holy estate of matrimony, and to do all that would fall to her lot as housekeeper, wife, and mother.

And now—here we have our female seminaries and high schools with the whole curriculum of study, once prescribed for boys; and if a woman is not "well up" in the *ologies*, or cannot dissect "Conic Sections" or run nimbly over the "ass' bridge," or speak in more tongues than her own, or rain down a shower of pearls from her drilled fingers, or do any of those once feminine impossibilities, she is almost sure to have a "not-at-home" sort of feeling if she chances to be thrown with any graduate who has "finished her education" in the last decade.

Now if the old world-received Baconism, "knowledge is power," be true, we have no doubt that one prime cause of this increase of influence is the increase of knowledge, the increase of schools, and the enlarged course of study in those schools. Certainly it proves also that women's mental needs are more than they used to be, or that those needs are being better attended to, and that a strangely indifferent world is rousing up to a realization of its criminal neglect.

Another cause, or is it a result? of this increase of woman's influence, may be found in the enlarged sphere of life that is now opened to her. We do not intend, in this limited space, to point to queens nor to kings' wives, to the strong Matildas, and Margarets, and Catharines, to show how woman's position may be made to bristle with the bayonets of manly power. Nor to our good Isabellas, and Elizabeths, and Victorias, to show on the other hand, how the scepter of woman's rule may be the symbol of peace, and prosperity, and world-wide rejoicing. We merely desire to adjust our view of this far-reaching subject to the visual angle of every-day life, and to suggest that the care and culture bestowed upon our women, so far from being lost, shall redound to the comfort of the present, and the glory of the future.

Still less have we time, here, to give even a passing glimpse at that monstrous abortion of modern liberalism: Woman's rights!—Not that there is not much in woman's wrongs that needs to be righted, for there is, God being judge. But we have no sympathy and no patience with such ungraceful and ungrateful acknowledgement of enlarged privilege as this whole party of woman's rights, so called—has shown. We, too, would have woman righted, but not by fighting with her puny fists of power; for whatever advantage she may gain without the chivalrous concession of the other sex, is only a *disadvantage.* As to woman's condition, we may lay it down as a rule; whatever destroys, or tends to destroy in the female character, the gentle, the appealing—that undefined something we term "womanly," has done her a *wrong* that can never be made *a right.*

And as to woman's place, whenever she overleaps the natural laws of sex distinction, and treads with loud feet the walks of life suited to men and claimed by them, aping their manners and apparrel, she has put herself in a *wrong place* and no right will come out of it! She has done a wrong indeed, worthy of punishment, for she has violated God's work—making of herself no woman at all, and no man at all, only a poor copy of a man! a miserable nondescript mongrel that neither God nor man will own,—a man that can neither break bulls, nor bear arms. We want no such poor weakling! What we want is superior women, not inferior men. We have indeed, quite enough of such in the natural way, without recruiting them from the female ranks. We would say to all such women very sorrowfully, you may make yourself *pater familias* if you will, but alas, *your home knows no mother.* No, the best way for a woman to secure her rights is by making herself worthy of them, not by stepping out of her place, like a puss in boots, making herself and her cause ridiculous.

Yet with all the ugly seemings of female influence as shown in this unbecoming light, there is, nevertheless, a strong proof here of the point we have in hand, that the sphere of woman's life *is* enlarged, and that a wider and more effectual door is opened to her. To every good woman this ought to be a cause of deep and holy gratitude. Whether in the long run the privilege is to be used or abused will depend upon the preparatory training they are to receive.

Madame Cavé says—truly or falsely let the world judge—"men have monopolized everything, therefore women, in seeking to be something, say: 'Let us be men.'" This being the case, the fault after all may not be so much that of the strong minded sisters whom we denounce, as of the unjust brothers whose grasp and greed may have forced them to the unfeminine struggle.

And for us more fortunate women, who stand safe and happy in the domesticity of quiet homes, have we, after all, such great cause for self-acquittal and self-glorification? Does not our error lie in the opposite extreme? Is it not possible, indeed, is it not actually the case that this sweet prime womanly virtue of domesticity may be abused to too much quietness and selfishness and narrow-heartedness? Habit and hereditary prejudice make us prefer the calm seclusion of home to any and every other path that can be laid before us. So far, so good. But is it not a fact that we have hugged this easy, pleasant "habit and hereditary prejudice" until it has become to us like the swathing clothes on growing children, or the small shoe on the grown up Chinee—hampering and crippling, so that we cannot rise and walk with that large and liberal grace that becomes every creature of God?

That skillful handler of elegant English, Ruskin, says: "The final cause of all the poverty, misery, rage of battle . . . . is simply that you women however good, however self-sacrificing for those you love, are too selfish and too thoughtless to take pains for any creature out of your own immediate circle."

This rebuke touches here.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Sandusky, Ohio.

LESSON X.

PLACE a dot at the centre of the space to be used. Place a dot one inch above the centre dot, and another one inch below it. Place a dot half an inch to the left of the upper dot, and another half an inch to the right of it. Place a dot half an inch to the left of the lower dot, and another half an inch to the right of it. Draw an oblique straight line from the right upper dot, through the centre, to the left lower dot. Draw an oblique straight line from the left upper dot, through the centre, to the right lower dot. These directions should result in the drawing of the capital X or the St. Andrew's Cross.

LESSON XI.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot, and another one inch below it. Place a dot one inch to the left of the upper dot, and another one inch to the right of it. Place a dot half an inch to the left of the lower dot, and another half an inch to the right of it. Draw an oblique straight line from the left upper dot to the left lower dot; another oblique line, from the middle upper dot to the left lower one; another, from the middle upper dot to the right lower one; another from the right upper dot to the right lower one. The capital W should be the result.

LESSON XII.

Make dots as in Lesson VIII. Then draw an oblique straight line from the left upper dot to the centre one, and another oblique line from the right upper dot to the centre one. Draw a vertical line from the centre dot to the lower one. The result of this lesson should be the capital Y.

LESSON XIII.

Draw dots as in Lesson X. Draw a vertical straight line from the left upper dot to the left lower one; an oblique line from the left upper dot to the right lower one; a vertical line from the right upper dot to the right lower one. The capital N is the result.

LESSON XIV.

Draw dots as in Lesson X. Draw an oblique line from the right upper dot, through the centre, to the left lower one; a horizontal line from the left upper dot to the right upper one; a horizontal line from the left lower dot to the right lower one. The capital Z will be drawn.

LESSON XV.

Place dots as in Lesson X. Draw a vertical line from the left upper dot to the left lower dot; an oblique line from the right upper dot to the middle of the vertical line; an oblique line from the middle of the vertical line to the right lower dot. These lines will form the capital K.

LESSON XVI.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot, and another one inch below it. Place a dot one inch to the left of the upper dot, and another one inch to the right of it. Place a dot one inch to the left of the lower dot, and another one inch to the right of it. Draw a vertical line from the left upper dot to the left lower dot; an oblique line from left upper dot to the middle lower one; an oblique line from the right upper dot to the middle lower one; a vertical line from the right upper dot to the right lower one. The capital M should be the result.

LESSON XVII.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot; another dot one inch below the centre one; another, one inch to the left of the centre; another, one inch to the right of the centre; another, half way from the centre dot to the upper one; another, half way from the centre dot to the lower one; another, half way from the centre dot to the left one; another, half way from the centre dot to the right one. Draw an oblique line from the upper dot to the left one; another oblique line from the upper dot to the right one; another, from the left dot to the lower one; another, from the right dot to the lower one; another, from the dot, half-way from the centre dot to the upper one, to the dot, half-way from the centre dot to the left one; another, from the dot, half-way from the centre dot to the upper one, to the dot, half-way from the centre dot to the right one; another, from the dot, half-way from the centre dot to left one, to the dot, half-way from the centre dot to lower one; another, from the dot, half-way from the centre dot to the right one, to the dot, half-way from the centre dot to the lower one.

Remarks.—The result of this lesson will be two concentric squares, that is, two squares having the same centre. Those who have had no experience in this kind of drawing, after reading the foregoing lesson, will perhaps think it entirely too difficult for small children to understand. Let it be understood that these lessons are not thrown out as an experiment, but that they are such as have been tried with success in many schools. If the previous lessons and instructions have been faithfully and intelligently given, no especial difficulty will be encountered in Lesson XVII. Dictation drawing is a powerful and rapid cultivator of language.

Musical Department.

Editor, W. L. SMITH, East Saginaw, Michigan.

[Musical exchanges, books for notice, correspondence, queries, etc. touching upon musical topics, should be sent to the editor of this department.]

"MOVABLE DO."

TO THE MUSICAL EDITOR:

IS the old Italian method of reading music, in which *do* is always represented at the pitch C, a better one for use in public schools than the later systems of notation in which *do* is movable, according to the transposition of the scale? LACISUM.

ST. LOUIS, MO., April 20, 1877.

ANSWER.

That system which is easiest for pupils to comprehend, and which will produce the greatest number of *readers of music* with the least difficulty, is the best, by all means, to be used in public schools. After having used both systems referred to, we are satisfied that no one but "a slow coach" would insist on tormenting his pupils with the use of the old method. In connection with this, we cannot do better than to quote from a work on the "Science of Music," by Sedley Taylor, of Trinity College, Cambridge, which has recently been re-published in this country by the Appletons:

"I have enjoyed some opportunities of watching the progress of beginners taught on the old system, and on that of the new, and assert, without the slightest hesitation, that, as an instrument of vocal training, the new system is enormously, overwhelmingly, superior to the old. In fact, I am prepared to maintain that the complicated repulsiveness of the pitch-notation, in the old system, must be held responsible for the humiliating fact that, of the large number of musically well-endowed persons of the opulent classes who have undergone an elaborate instrumental and vocal training, comparatively few are able to play, and still fewer to sing, even the simplest music *at sight*. Set an average young lady to accompany a ballad, or to sing a psalm tune she has never before seen, and we all know what the result is likely to be. Now, there is no more inherent difficulty in teaching a child with a fairly good ear

to sing at sight, than there is in making him read ordinary print at sight. A vocalist who can only sing a few elaborately prepared songs ought to be regarded as on a level with a school-boy who would be unable to read except out of his own book. If evidence be wanted to make good this assertion, it is at once to hand in the fact that the youngest children, when well-trained on the new system, soon obtain a power of steady and accurate sight-singing, and will even tell you whether a new tune pleases them or not, after merely glancing through it, without uttering a note."

In a paper read at the Delaware meeting of the National Music Teachers' Association, last December, Prof. H. S. Perkins, of Chicago, gave, among others, the following rules to be observed in teaching music:

Much singing,—little talk.
Much practice,—little theory.
Practice first,—theory second.
Pleasant smiles,—no frowns.
Praise justly,—never flatter.
Always encourage,—never discourage.
Provoke thought,—never stuff.
One thing at a time,—never confuse.
Teach with simplicity,—never boastingly.

It is a matter of sincere regret that so many persons—often teachers—are found, who, while being generally regarded as "well-informed," as the world accepts the phrase, are almost totally ignorant of the correct meaning of even the most commonly-used musical terms and expressions. To them an acquaintance with one of the most enjoyable departments of literature,—that of music,—is circumscribed; while that delightful division of science,—the philosophy of sound,—remains a sealed book to them. To all such, as well as to those who have already given attention to the subject, we would heartily recommend *Stainer & Barrett's Dictionary of Musical Terms* (published by O. Ditson & Co., Boston). It is truly a *vade mecum* of musical information, and although it is styled a dictionary, we have found it to be not only valuable for reference, but a very interesting volume for regular reading.

Practical Hints and Exercises.

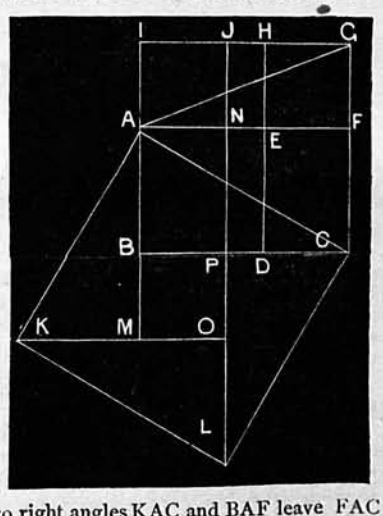
Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

THE PYTHAGOREAN PROPOSITION.

TO THE EDITOR OF THE WEEKLY:

FRIEND Maxwell's modification of the solution of the Pythagorean Proposition, with communications from others, induces me to think that, in making my solution concise, I did it at the expense of clearness, and that I have failed to make it understood by many to whom a more extended solution would have been acceptable. I therelore submit an amplified solution with a slight change of diagram, which, I think, cannot fail to be understood.*

Friend M. errs in confining himself to triangles whose sides are as 1 to 2. And his conclusions, Nos. (1) and (2), will not hold good in any other triangles. No. (1) is correctly stated in my Cor. I. No. (2) in Cor. II. $\overline{BC}^2 = 4x$ *only* when there is no difference between the altitude and base. And $\overline{AC}^2 = 4x + \overline{AB}^2$ only when AB equals the difference of altitude and base.



Let ABC be *any* right angled triangle. Erect the square PF= $\overline{AB}^2$, BG=$\overline{BC}^2$, and AL=$\overline{AC}^2$. AB=PC=PN=NF, and BP=AN=NJ. Take BM=BP, draw KO making MO also equal BP and draw LOP.

I. $\overline{AB}^2 = \overline{PC}^2$, $\overline{BC}^2 = \overline{PC}^2 + 2PC \times BP + \overline{BP}^2$. Adding, $\overline{AB}^2 + \overline{BC}^2 = 2\overline{PC}^2 + 2PC \times BP + \overline{BP}^2 = 4ABC + \overline{BP}^2$. For $\overline{PC}^2 + PC \times BP = BF = 2ABC$, since $BP \times PC = BP \times PN$. $\overline{PC}^2 + PC \times BP = PG = 2ABC$, since $BP \times PN = NJ \times NF$.

II. $\overline{AC}^2 = 4ABC + \overline{BP}^2$. For, in the square AL, angle ABC=BAK, since FAC=BCA and taking BAC from each of the two right angles KAC and BAF leave FAC=BAK=ACB. And, since sides AK=AC and AM=BC, the triangle KMA=ABC; and taking angle BAC and its equal MKA from each of two right angles, we have left angle BAK=OKL; hence, triangle AMK also equals ABC. Similarly, KOL and LPC each equal ABC.

III. By I., $\overline{AB}^2 + \overline{BC}^2 = 4ABC + \overline{BP}^2$. By II., $\overline{AC}^2 = 4ABC + \overline{BP}^2$, hence

IV. $\overline{AC}^2 = \overline{AB}^2 + \overline{BC}^2$.

Cor. I. From I.: In any right angled triangle, the square of the base equals the square of the altitude plus twice the rectangle of the difference of base and altitude by the altitude, plus the square of the difference of base and altitude.

Cor. II. From II.: In any right angled triangle, the square of the hypothenuse equals four times the area of the triangle plus the square of the difference of the two sides.

Cor. III. From III.: $\overline{AB}^2 = \overline{AC}^2 - \overline{BC}^2$.
$\overline{BC}^2 = \overline{AC}^2 - \overline{AB}^2$.

J. A. HOLMES.

WENONA, ILL., April 22, 1877.

[For the sake of economy, we have used the same diagram, with a line added.—ED.]

COMMON MISTAKES.

TEACHERS sometimes make the following mistakes: They construe "oral instruction" to mean *talking*, hence explanations are given when none are needed, the pupil *listens* to the recitation and assents to the general facts at its close, and moral lectures are of such frequent occurrence, they cease to have any effect.

They hear teachers exhorted to be earnest and enthusiastic, and they proceed as though earnestness and zeal were shown by bluster, hurry, and loud talking.

They believe cheerfulness to be a true teacher's qualification, and therefore are not only seen but *heard* to laugh, frequently, boisterously, and—it must be confessed—at times when there is nothing amusing to laugh about.

They read somewhere that a genuine teacher is original, when they add at once this item to their creed, and henceforth proceed to make an effort to be like nobody else. Their acquaintances call them affected, disagreeable, opinionated, absurd—perhaps disgusting.

They visit a certain school that has the reputation of being a "model school," and find the teacher reading a selection to the pupils. This is followed by a recitation in grammar, in which the lesson is written out on the board. The visitor, from this time, gives her school frequent readings—about four times as many as she should, and listens only to *written* recitations when the time for grammar comes.

The breaking out of the war between Russia and Turkey, which bids fair to embroil all the Great Powers, offers a superb opportunity for the study of European geography. In the high school at Kalamazoo, Michigan, the students of geography have already been put upon the preparation of "war maps," and are to give close study to all geographical details relating to the fields of action. Some of the most interesting countries in the world, in their geography and history, are now being trodden by the contending hosts; and the intelligent teacher will find no other opportunity better for the careful study of these maps, as related to these countries. Many of the school atlases, too, need to be corrected, as not giving the right boundaries, either in Asia or Europe. The Russian border in Armenia needs in some of them, to be pushed southward to Mt. Ararat, and in the extreme southwest of the Czar's domain, whence his army has recently advanced, it needs to be retired to a point several miles north of the mouths of the Danube. The old principalities of Wallachia and Moldavia need to be united under their new name of "Roumania," and reckoned independent of Turkey—as in fact they are pretty nearly—instead of being included in the Ottoman territory, as they are in at least one map published only last year.

That wise woman and gifted educator, Miss Anna C. Brackett, says in one of her valuable contributions to our professional literature: "To teach the pupil to use in the best way Webster's Unabridged Dictionary, the encyclopædia, and the gazetteer, is of more value to him than to fill his memory with the words, facts, and places contained in them. How many children in our high schools to-day can tell what different kinds of information they can find in the first named book? How many can turn without hesitation to the part of the volume where these are to be found,—can pronounce a word unhesitatingly from the phonic notation there marked, can read understandingly and without blunder the account of the derivation? And yet these things certainly ought to be taught in our schools, for they are only the use of tools."

Notes.

LITERARY.—D. Appleton & Co. have shown new evidence of their enterprise in educational matters by entering upon the publication of a regular "Supplement" to the *Popular Science Monthly*. In their announcement they say: "So many excellent things were constantly slipping by us for want of space—so many sterling articles by the ablest men in England, France, and Germany, which our readers would prize, and have often called for—that we see no way of making our work effectual and meeting the new demands but by printing supplements to our regular issues." Twelve of these supplements will be issued annually, of about 100 pages each, size of the *Popular Science Monthly*, but printed in double column, brevier type. Price 25 cents each, or $3.00 a year. Subscribers to the *Popular Science Monthly* will get the two for $7.00 a year.——Perhaps the best way to test a publication for little folks is to read it to them, and look over the pictures with them. *St. Nicholas* has something of interest for all, from the three-year-old little girl, up to the heads of the household. If the editor could gather with "the family" about the "study" table, one evening, she would feel amply repaid for her labors, only to see the earnest faces as they listened to the "Curious End of the General's Ride," "The Hollenberry Cup," or the "First Time;" and the laughter that greeted "Making a Fairy Story," "Trotty's Lecture Bureau," and the "Sad Story of Hippety Hop," would warm her heart for many a day, and the "baby" would tell her over and over again,

> "Fluffy was a 'ittle dirl, wid some nice tean clo'es on,
> Snuff was a 'ittle dod, wid a naughty nose on,"

and so on through the story. Those who write for *St. Nicholas* know what little folks like, and what grown-up children can enjoy, who have not forgotten the time when they were young; and the editor must have her heart in the right place, too. Only to read the contents of the May number is a pleasure—and it should find a place in every household.——*The Index*, formerly published by William Ewing, New York, has been purchased by the American News Company, and consolidated with *The American Bookseller*, in which a classified alphabetical index to the current periodical literature of America and Great Britain will be published on the first of each month.——Another of Mr. Steiger's later publications is *The Kindergarten Guide*, by M. Kraus-Bœlte and J. Kraus. This is an illustrated hand-book designed for the self-instruction of kindergartners, mothers, and nurses. It will be published in eight numbers, the first of which has appeared, and treats of the first and second gifts. The authors have in preparation also an assistant for mothers, kindergartners, and teachers. If you want any foreign book or periodical send to E. Steiger, 22 Frankfort street, New York. Ask him to send you his "Pedagogical Library," Part II.——The late Board of Health of the State of Colorado has published a report covering 141 pages, which presents quite fully the statistics and conditions of health and disease in that state. Among others is a special paper by Supt. Aaron Gove, of Denver, on "the relation of schools to health, the kinds and methods of instruction, and the capability for mental exertion" in that state. Supt. Gove urges that in every city, and as often as possible in the country, there should be one physician on the school board, a recommendation which is worthy of attention, and should be urged by teachers as far as possible. Respecting the question as to how far mental effort, as induced in the average school, interferes with general health, Supt. Gove very pertinently says: "Poring over books eight hours a day makes ill students, when five hours real study a day would be healthful. Failures in health come not so much from over-study as from lack of study—insipid, lazy, dawdling, shiftless conning of tasks. The fault in such cases is with the teacher in failing to teach the pupil to learn how to learn." He recommends the construction of school-houses without more than one flight of stairs; that children six years old should not be detained in school more than three hours a day, those seven years old, four and a half hours, eight and nine years old, five hours, and all others, five and a half hours; that these school hours should be equally divided into two daily sessions. Respecting the influence of climate upon the schools, he says: "Headaches, so common in eastern schools, are certainly less frequent in Colorado. This may be attributed to better ventilation here, or really the absence of ventilation, for our school-rooms, during the greater part of the year, are so thrown open that the air is uniform inside and outside. During the last school year, not to exceed thirty days passed when each room was uncomfortable with the sashes raised."——To the supplementary series of "Ancient Classics for English Readers," in course of publication by J. B. Lippincott & Co., Philadelphia, is now added *Demosthenes*, by the Rev. W. J. Brodribb, M. A., late fellow of St. John's College, Cambridge. Terse, vivid sketches of Greece in the fourth century B. C., and of Macedon and Philip precede interesting chapters on the life of the great orator, with translations from his speeches and forensic orations. All the volumes of this and the preceding series (now numbering twenty-four, with others to come) should be in the library of every scholar or man of leisure. ——*Le Petit Precepteur, or First Step to French Conversation*, by F. Grandineau, late French master to Queen Victoria; its sequel, *Le Petit Grammairien, or the Young Beginner's First Step to French Reading*, by T. Pagliardini, Head Master of St. Paul's School, London; and *Der Kleine Lehrer, or First Steps to German Conversation*, are the titles of ingenious and apparently useful little books reprinted in this country by A. S. Barnes & Co., New York, Chicago, and New Orleans. Price, seventy-five cents each.

The Effects of Cross and Self Fertilization in the Vegetable Kingdom. By Charles Darwin, M. A. (New York: D. Appleton & Co. Chicago: Jansen, McClurg & Co. 12 mo., pp. 482. Price, $2.00).—In this work Mr. Darwin has summarized many very interesting and valuable facts and conclusions respecting the cross and self-fertilization of plants. This summary has been prepared not alone from the statements and conclusions of other naturalists, but largely from experiments and careful observations made by himself and his son. In a series of more than one hundred tables he shows the relative heights, weights, and fertility of the offspring of the various crossed and self-fertilized species, as well as some other interesting facts. These facts are then discussed, and the author's conclusions drawn. Although the subject is one which is particularly interesting to the specialist, yet the general reader will find many chapters of very great interest and considerable practical value, as the information which they contain bears so directly on the physiological laws of animal life. For instance, one of the most important conclusions arrived at is that the mere act of crossing by itself does no good. "The good depends on the individuals which are crossed differing slightly in constitution, owing to their progenitors having been subjected during several generations to slightly different conditions." As a deduction from this conclusion, a brief discussion is given of the origin of the two sexes, and their separation or union in the same individual, also of the general subject of hybridism, which, as the author says, "is one of the greatest obstacles to the general acceptance and progress of the great principle of evolution." He illustrates the difference in height between the cross and self-fertilized plants as follows: "If all the men in a country were on an average 6 feet high, and there were some families which had been long and closely interbred, these would be almost dwarfs, their average height during ten generations being only 4 feet 8¼ inches." With respect to mankind, a lesson to be drawn from the action of plants in cross and self-fertilization is stated as follows:

"The marriages of nearly related persons, some of whose parents and ancestors had lived under very different conditions, would be much less injurious than that of persons who had always lived in the same place and followed the same habits of life. Nor can I see reason to doubt that the widely different habits of life of men and women in civilized nations, especially amongst the upper classes, would tend to counterbalance any evil from marriages between healthy and somewhat closely related persons."

Correspondence.

ON THE SOUND OF "A" IN ENGLISH.

TO THE EDITOR OF THE WEEKLY:

I NOTICED with pleasure the statements of Prof. Salisbury concerning the pronunciation of certain letters, by nearly all of the Western people. His statements are certainly correct, so far as I know.

Will Prof. Salisbury be so kind as to elucidate the following points?

1. Is not *a* before *re*, *ir*, etc., as in *pare*, *stair*, *fare*, *hair*, etc., pronounced as short *a* lengthened, by the great mass of the people west of New England? Is there no authority for that method of pronuncing *a* before *re*, *ir*, etc.? Is not the present way of sounding *a* before *re*, *ir*, etc., as taught at normal schools, institutes, etc., an innovation on the standard as left by Webster, and also contrary to general usage now?

2. Is not *a* in such words as *clasp*, *dance*, *pass*, *grass*, *raft*, etc., pronounced as short *a* by a great majority of the American people outside of New England? Is not the use of short Italian *a* in such words a deviation from the standard left by Webster, and also contrary to general usage now? Does not short *a* occur an almost infinitely greater number of times than short Italian *a* in the English language?

3. If short *a* is used by a great majority instead of short Italian *a* in the few

words in which the latter occurs, would it not simplify our language very much to drop short Italian *a* entirely, and conform to general usage by using short *a* in its stead? I fear that the attempt to secure the use of short Italian *a* is an attempt to bend the general usage of the Middle, Western, and Southern States to the local usage of New England, to the detriment of the language. Webster says: "In a few instances, the common usage of a great and respectable portion of the people of this country accords with the analogies of the language, but not with the modern notation of the English orthoepists. In such cases it seems expedient and proper to retain our own usage." In the above quotation substitute the word Massachusetts for English and we have the present situation with reference to the letter *a*.

4. Are not four sounds of *a* sufficient for the elegance, simplicity, and uniformity of our language, viz., long *a*, short *a*, Italian *a*, and broad *a*?

I shall be very thankful for information, and hope that my fears may be dispersed.

EDWARD LOWTH.

COLUMBUS, WIS.

ANSWER.

TO THE EDITOR OF THE WEEKLY:

I will endeavor to comply with Mr. Lowth's request, though I fear that he will not be so well pleased with the result as with my former communication.

1. According to the best information I can get, the majority of but moderately educated people *in* New England, as well as west of it, pronounce the *a* in *care*, *fair*, etc., as *short a* lengthened. But, so far as I know, there is no authority whatever, either among English or American orthoepists, for such a pronunciation. Dr. Webster himself treated the sound in question as simply *long a*, and so marked it. How does that agree with the practice of the majority of people outside or inside of New England? The only recognition that I can find of the lengthened *short a* in the words under consideration is the remark in the present "Webster's Dictionary," that such a pronunciation is used by "some in New England" [*sic*], with the accompanying remark attributed to Dr. Webster, to the effect that he did not consider the difference important between this pronunciation and his own. Still he did not adopt it or authorize it.

The present way of sounding *a* before *re*, *ir*, etc., as taught at normal schools, institutes, etc., is therefore *not* "an innovation on the standard as left by Webster,"—but is quite in accordance with the teachings of both Webster and Worcester.

2. Undoubtedly a large proportion of people both outside and inside of New England, Boston excepted, pronounced the *a* in *clasp*, *dance*, *grass*, etc., with a lengthened sound of *short a*. But Dr. Webster, on the other hand, gave the *a*, in all such words, its full Italian sound, as in *far*, *palm*, and marked the *a* with the two dots above it. The present Webster's Dictionary makes here, seemingly, a sort of compromise with the common utterance, and the *short Italian a* is the result.

As regards the relative frequency of *short a* and *short Italian a*, Prof. Whitney has determined that the *short a* constitutes 3.32 per cent of our whole utterance, while the *Italian a*, both long and short, constitutes but .56 per cent. But it seems to me that no argument can be derived from these facts. Indeed, the argument, if any, would be in favor of a return to Dr. Webster's full *Italian a*, in the words in question. The chief authority for the lengthened *short a* in these words is the ancient and obsolete Walker.

3. But since it appears that "general usage" and our dictionaries are, in both these cases, in opposition, ought we not to reform our dictionaries or throw them away?

As regards the reformation of our dictionaries, I may relieve myself upon that subject at some future time, if the WEEKLY desires it; but for the present, let me only remark that here is a case where mere numerical majority, however great, does not carry with it authority. Probably a majority of the people in the country are given to such grammatical lapses as "hadn't ought," "not hardly," "that long," "that's me," &c. Does any *extent* of use justify such expressions? I take it that the authoritative standards of language are not determined by the usage of the masses, but by that of the scholarly few. Not *general usage*—but *the best* usage is the criterion.

Furthermore, the language we speak is English, not American, our national vain-glory notwithstanding; and, while it is doubtless better spoken by the mass of people here than by the English masses, the fact remains that we must look for authority, to the scholarly circles not of New England but of Old England. And here I must say that we cannot too strongly deprecate any jealousy or dislike of New England or of any other section. Science is impartial and impersonal. I am a native of Wisconsin, and have a natural pride in the West, but I am bound to say that, if the scholarship of Boston conforms more closely in its use of language to the best English usage than does that of any other part of our country, so much the better for Boston.

4. I do not think that the assignment of but four sounds to *a* would adequately represent the speech of the people of any section of this country at the present time or at any future time. The sound so generally heard in *dance*, *pass*, and also in *care*, *pair*, *where*, &c., which, for want of a better term, we have designated as *short a* lengthened, is, after all, *not short a*, but a *long* sound, requiring in any accurate system a separate notation, thus making at least *five* sounds of *a*.

And back of all this, it is but fair to suppose that as civilization and life itself increase in complexity, spoken language will also grow more complex, if left to its own course. Increasing refinements in speech may well keep pace with increasing refinements in customs, in morals, and in human activities generally.

ALBERT SALISBURY.

STATE NORMAL SCHOOL, WHITEWATER, WIS.

[Our readers may expect to see Prof. Salisbury's article on Dictionaries in an early number of the WEEKLY.—ED.]

WHY WOULD YOU BE A TEACHER?

TO THE EDITOR OF THE WEEKLY:

WE have recently noticed several articles in educational journals in reference to the uncertainty of the teacher's tenure of office. It is true that most of us, toward the close of the year, begin to feel some anxiety in the matter. We have no positive assurance that the places which we now fill will be ours next year. This may be an evil *in itself;* but, to the teacher, may it not be a blessing in disguise? Though we may be inspired, as we all ought to be, with a determination to do our whole duty, may it not sometimes happen that we become just a little careless and need some such spur, as is the possibility or probability of losing our positions, in order to urge us to renewed vigor? Occasionally, there may have been, there may yet be, efficient teachers discharged without cause; but this is an *exception*, not the *rule.* Of this class far more resign than are discharged, and more *leave the profession* of their own accord than otherwise. Indeed, many enter the profession with a predetermined purpose of remaining in it but for a short time. This ought not to be so.

Perhaps there are some who read your journal that are not, but expect soon to become teachers. A few words to such:

Have you carefully weighed the responsibility which you assume in accepting the position of teacher? Do you feel that, with God's help, you will be able to meet and discharge that responsibility with credit to yourselves and honor to the profession? Is this, of all others, the profession of your choice? Like Agassiz, would you rather have the title of "TEACHER" than any other?

If you can conscientiously answer, in the affirmative, these questions, we are willing to invite you into our ranks. But *be not deceived.* To bring testimonials of scholarship is well; but be assured that you are about to enter a profession in which you can not succeed without earnest toil and constant study. Nothing but your success in the school-room can give "*full proof of your ministry*" as teachers.

To your love for the work and your ability to do the work add *patience*, *perseverance*, and *faith;* thus fitted, we bid you welcome.

J. M. MAXWELL.

LOUISVILLE, KY., April 18, 1877.

ATTENTION PEDAGOGUES!

READ the following from a letter just received from that enthusiastic Denverite, Supt. Aaron Gove. When Gove takes hold of any thing he "means business":

"Vacation is near at hand. July and August ought to be put in by teachers in such a way that September will find them reinvigorated and hearty. The altitude of this county, the exhilaration of mountain life to those who are accustomed to that of the lowlands is so apparent, and exemplified to me by so many cases, that *I know* nothing would be so healthful as a trip here and a camp life of a few weeks.

"I have made no figures or inquiries of railroads, but I am sure that for between one hundred and ten and one hundred and thirty dollars each, if a party of not less than 50 nor more than a 100 could be made up, I could start them from Chicago, take them to Denver, then in wagons to one of our beautiful peaks at an altitude of 10,000 feet, could remain there two weeks, in camp—living in tents where all could follow inclinations, botanizing, zoölogizing, fishing, etc., etc., and return them to Chicago in good shape and with an increased weight of ten pounds each.

"We would ascend Long's Peak (should the snow and ice permit), and have generally a glorious time.

"I know all about it; have made the camping trip. The question with me is, can fifty to a hundred be raised through the WEEKLY to go? I would come to your office by the first of July, and remain till the 15th. Let the party start from Chicago about the 15th and return there the 15th of August. Ten teams would take us from here, and two more for rations, tents, cooks, etc. A life of two weeks at an altitude of 10,000 feet in August is a luxury that every pedagogue needs and must experience to appreciate. It seldom rains in August in the mountains."

Now let the pedagogues respond. If fifty interested men and women will agree to go, we need to know nothing more. Let such as wish to be counted in report to the office of the WEEKLY immediately. The arrangements can be made so that we can return in time for the National Educational Association at Louisville, August 14th.

A BIT OF CORRESPONDENCE.

TO THE EDITOR OF THE WEEKLY:

ENCLOSED please find a postal card from Anna C. Brackett. As Miss Brackett has omitted to give me her address, would you kindly state in the next number of your journal, that I intend to deal with the subject referred to, in one of the papers I am writing for the WEEKLY on the "Teaching of the French Language." It will follow the paper on "Readers."

Yours truly, ALF. HENNEQUIN.

ANN ARBOR, MICH.

To ALFRED HENNEQUIN, Ann Arbor, Mich.:

Dear Sir:—If you have time will you some time give us in THE EDUCATIONAL WEEKLY, where I so often see your name with pleasure, some hints on practical ways of conducting an exercise in French conversation where the pupils are only beginning to talk. How do *you* make them talk?

ANNA C. BRACKETT.

9 W. 39, N. Y. 7, 5 '77.

The Educational Weekly.

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Nebraska: Prof. C. B. Palmer, State University, Lincoln.

Educational News—Home and Foreign: Henry A. Ford, Kalamazoo, Michigan.

CHICAGO, MAY 17, 1877.

Dakota.

THE new Public School Law, passed by the Legislature and approved by the Governor, does not embody all the changes asked for by the friends of education in the Territory, yet is, perhaps, as liberal as could be reasonably expected in our present weak financial condition. It was desired that our Supt. have a salary that would permit him to devote his whole time to school interests. $600 per annnm, with $200 for traveling expenses, and a reasonable amount for printing and stationery, are granted him. He holds office for two years, and is hereafter to be nominated by the Governor and appointed by the Council at each biennial session of the Legislative Assembly. The absurd section of the old law, which prescribed the text-books to be used throughout the territory, gives way to the provision that the Supt. with county supt. and district school officers may decide, for such district, what text-books shall be used in its schools. The district officers with the county supt. adopt text-books and the Supt. of Pub. Instr. approves. After such adoption and approval a change cannot be made for the space of three years. The Territory Supt. is given power to grant teachers' certificates to persons of proper learning and ability to teach in any public school in the territory, and county certificates are to be 1st, 2d, and 3d grade. A territorial teachers' institute, of not less than four nor more than ten days, is ordered to be held annually, and county teachers' institutes, of not less than one *week* nor more than four, can be held upon request of the county supt. accompanied by a petition signed by at least ten teachers residing in the county. Two or more counties may unite in such a local institute. $50 each is appropriated for such local institutes. Districts make their annual reports to the county superintendents, hereafter, on the 31st of March, and the funds are apportioned in January and July instead of in March and October as heretofore. The closing section of the law provides that nothing in it shall contravene the special act incorporating the Yankton Board of Education. At the same session the Legislative Assembly passed an act providing a Board of Education for the city of Vermillion. This act is virtually the same in its provisions as that incorporating the Board of Education for the city of Yankton, approved Jan. 6, 1875. The Vermillion Board consists of six members, elected by the people, to serve three years, one from each of the six districts into which the act divides the city, while the Yankton Board has eight members, elected by the City Council, for four years' service, two from each of four districts. The members of the Vermillion Board, as named in the act, are D. M. Inman, W. P. Carr, V. E. Prentice, R. R. Briggs, J. L. Jolley and Samuel Jones. They are directed to meet on the third of April, organize, determine by lot which of the three terms of one, two, and three years, the first two, the second two, and the third two shall serve, and at once assume the management and control of the public schools in their city. Under the very liberal provisions of the act a brighter future may now be expected to dawn upon educational matters in our sister city, though her graded school, under the able direction of Mr. T. J. Sloan and his assistants, has hitherto been an honor to her.

Minnesota.

ACCORDING to the librarian's report, the number of visitors to the Austin Free Reading Rooms during the months of January, February, and March was 2,056, and the number of books drawn from the library was 707. Mrs. W. F. Sutton is Secretary and Librarian.——The Litchfield public school opens May first. Principal, a Mr. Haynes of St. Cloud. First and second assistants, Miss Cathcart and Miss Simons of town. Have not learned who is third assistant.——We are indebted to Sup't Tanner, of Martin county, for the following: "The teachers' institute opened Monday the 16th, as advertised, in the central school building. The State Superintendent had promised to furnish one teacher, but the demand has been so great for institutes this spring in counties where state institutes have not been held during the past year, that he was obliged to withdraw his promise. The entire management, therefore, of the institute, fell to the superintendent and the teachers of the county. Fifty teachers were in attendance during the session. The following towns were represented: Owatonna, Medford, Clinton, Merton, Havana, Meriden, Lemond, Somerset, Aurora, Blooming Prairie, Summit, and Berlin. The interest of the teachers was excellent, and the best spirit prevailed during the entire session. Among those who added to the efficiency of the work we may mention Mr. O. A. Tiffany and Mr. G. W. Colborn, lately from Wisconsin, both of whom were present a good part of the session. The first day Mr. S. W. Roberts took a part in the work; also, Miss Kittie Bradford, Miss Emma Cusick, Miss Bell Bunnell, Miss Ida Hartly, Miss Allie Loomis, Miss Jessie Lowth, and Miss Carrie Fredenburg took part in special exercises assigned. Our old friend J. L. Cass was present and assisted in the discussions in history. Tuesday afternoon the Hon. M. H. Dunnell gave an address before the institute on Civil Government, its history, working, and importance as a study, which was listened to with marked interest. Special instruction was given during the Institute on the subject of hygiene, by the superintendent and Mr. Tiffany."——Supt. Landers, of Douglas county, says of his work:—"In taking a retrospective view of the past year, I feel satisfied that the cause of education has made considerable progress in this county. Officers, teachers, and parents are taking more interest in the work; officers by furnishing the teachers with school apparatus and upholding the teacher in his or her duties; parents by visiting the schools frequently during the term, thereby encouraging the teacher. I reported, in 1875, five frame school houses; this year I report ten; an increase of 100 per cent. The graded school at Alexandria continues to do a good service for this county. Many of the teachers attend during the winter, and teach during summer. In visiting the schools the past year, I was pleased with the efficient manner in which most of the teachers conducted them, and attribute their efficiency to the interest they take, and the instruction they receive at our state institutes. I find a similarity in the work of those who have attended. They have a time and place for everything and everything in its place; and last, though not least, a method whereby they work. While, with those who have not attended, I find them (with some exceptions) in the same old rut. Apparently, the main object is the money at the end of the term. But I am pleased to state that, with few exceptions, the demand is for the better class of teachers, and I think within the next year we will eliminate the poorer and retain the good. I have rejected a large number the past year, and shall in the present, unless they thoroughly prepare themselves for the work."

Indiana.

PROF. D. S. JORDAN, of Butler University, has been made Dean of the department of Natural Science in that institution, with an increase of salary. The Professor goes, in a few days, to the Smithsonian Institute, upon the invitation of Professor Baird, for the purpose of continuing the study and classification of the fishes of the United States. Prof. Myers resigns the chair of chemistry in Butler University at the close of the current year, for the purpose of pursuing his chemical studies in the Laboratory of Fresenius, in Germany.——Madison boasts the discovery of a portion of a mastodon's skeleton, and hopes to find the rest. Among the fragments unearthed is a tooth eleven inches long on the grinding surface, twelve and a half inches at base, and five inches thick. It was found in a gravel bank several feet below the surface. ——Elkhart public schools had a total enrollment for the month of March of 1,126; average number belonging, 1,030; average daily attendance, 958. M. A. Barnett is the superintendent.——Crawfordsville has an enrollment of 768 pupils and 15 teachers.——The following gentlemen have been elected trustees of the State University: James D. Maxwell of Bloomington, and William K. Edwards of Terre Haute by reëlection for term ending April 4, 1881, and Judge David D. Banta of Franklin, to fill the vacancy occasioned by the death of E. W. H. Ellis, for the term ending April 4th, 1879. It has been decided by the State Board of Education not to assume the responsibility of maintaining a permanent educational exhibit at Philadelphia, but to appropriate $150 annually for maintaining the display now in the rooms of the State Superintendent.——Butler University Scientific Expedition and Summer Tramp. The party will leave Indianapolis, June 21st, going by rail to Livingston, Ky., thence on foot through Cumberland Gap to Morristown, Tenn., exploring the caves and seining the rivers; by rail to Wolf Creek, N. C., on foot up the French Broad over the Great Smoky and Blue Ridge Mountains; through Saluda Gap to Greenville, S. C. Thence westward via Tallulah Falls, Atlanta, Stone Mountain, Allatoona, Kennesaw, Lookout Mountain to Nashville! Objects: Natural History, Health and Scenery. Full provision for instruction in field work. Estimated expenses from Louisville, $100. Eastern students join the party at Morristown. A few more vacancies. Address Prof. D. S. Jordan, A. W. Brayton, or Chas. Gilbert, Irvington, Ind.

Ohio.

HOW can the people of a village or city be induced to take an interest in their schools, and to estimate properly the services of the board of education, and the work of a faithful and competent superintendent or teacher? Many superintendents and teachers who have really done a noble work are annually forced to seek new fields of labor, because the people do

not appreciate the value of their services, while if their abilities, through the results which they have accomplished, were known, all reasonable means would be employed to retain them. In many of the towns and cities, the teachers are not known outside of a very small circle of friends. The patrons of the schools do not know even the names of the teachers of their children, and much less do they know about the methods of instruction and management. To remove this difficulty the board of education of this city has for several years pursued the following plan: A period of time each school year is set apart for the visitation of all the schools by the citizens. Large committees are appointed by the board to visit each school of the city, and are requested through a chairman to make a written report touching the condition of the schools as to the qualifications of the teachers, the thoroughness of the instruction, course of study, methods of discipline, care for the health and comfort of the pupils, and to make such recommendations and suggestions as may seem necessary and best for the good of the schools. The visitation to the Columbus schools for this year has just been made and the results given to the public by the publication of the several reports of committees in the daily papers. During the three days of visitation there were made by citizens to the several schools 8,670 visits, and about 2,500 different persons looked into the schools. The result has been the people have become acquainted with the teachers and their work, misrepresentations have been corrected, and public opinion in favor of the schools has been greatly strengthened. For six years this plan has been pursued with great benefit to the schools of this city. It is recommended to superintendents and boards of education as one of the best means for securing the cöoperation of parents and for creating an interest in popular education.

Illinois.

[The Illinois exchanges should be sent to the editor of this department.]

WE clip the following from the *State Journal:* "JACKSONVILLE, Ill., April 28. Dr. Samuel Adams, 70 years of age, the venerable and honored Professor of Chemistry and Natural Philosophy in the Illinois College, died of lung fever this morning, after less than a week's illness. His loss will be felt deeply in the College, the Congregational Church, and the community. He was a man of genial ways, earnest Christian character, and strong mental powers, as kind as a woman, as wise as a philosopher, and a universal favorite with the students.

"Dr. Adams is remembered with respect and genuine affection, we believe, by every student of Illinois College now living, who, during the past thirty years, came under his instruction, or was in any way brought in contact with him, as well as by the whole community in which he lived. To the modesty and purity in character of a woman, he added a most thorough and conscientious devotion to science and the duties of his office. The intimate associate and co-laborer of such men as Edward Beecher, President Sturtevant, Dr. Post, Prof. Turner, and others, he contributed largely to advance the cause of education in Illinois, and lay the foundation of that reputation which Illinois College has maintained for a generation past. There are more showy men than Dr. Adams was, but few better informed on those subjects which he professed to teach. What he did, he did without noise or ostentation, but he has left his impress upon the minds of thousands throughout the Mississippi Valley, who will receive intelligence of his death with genuine regret."

An institute was held at LaSalle on Saturday, May 5th, and arrangements made to continue the Saturday institute once a month. The next meeting will be at Ottawa the first Saturday in June. There was a fair attendance at the LaSalle meeting, and much good is expected to result from these sessions, held, as they are, in various parts of the county, and under the vigorous management of Supt. Williams. The executive committee consists of W. Jenkins, Mendota, Wm. Brady, Marseilles, and C. H. Works, La Salle.——The Clay County Teachers' Association met April 28th, at Flora. Addresses were delivered by Supt. Smith and Mr. Conner, and the exercises were conducted by A. H. Moore, Mrs. S. S. Phelps, and Mr. Crisp. The report of the Com mittee on Course of Study for Country Schools was read by the chairman of the committee, Mr. Smith, and on motion was received. After seme discussion the report was referred to a committee appointed for that purpose. Messrs. Bowler, Moore, A. H., and Lee were appointed on that committee. On motion, it was decided to hold the next meeting in the county superintendent's office, at Louisville, on the third Saturday in May.——R. B. Welch, of the Wesleyan University, is elected principal of the Pontiac schools.——Supt. Lamb, of Woodford county, takes charge of the Metamora schools next year.——Prof. M. R. Kelly, Morrison, delivered the lecture at the last meeting of the Whiteside County Institute.——Prof. John Hull, of the Southern Normal, will assist Messrs. Mason and Hitch at their institute this summer.——Allen Mason, principal of the Barry Schools, has departed for a ten week's trip in Europe.——Supt. Carter, of the Normal Public Schools, is to help Supt. Lamb in the Woodford County Institute. Mr. Carter has been reëlected to the principalship of the Normal School.——R. H. Beggs remains at Wilmington next year.——J. A. Holmes is reëngaged for the Wenona schools at an advanced salary.——The school-book law has, in all probability, met its just deserts. Let us be profoundly thankful that there is reserved to our generatian a sufficient amount of legislative honesty and sagacity to strangle such an iniquitious offspring.

Before this writing reaches the eyes of our readers, the Legislature will have made or marred the normal schools. The opponents of these institutions are of three kinds: 1. Those who are constitutionally opposed to any thing decent. 2. Those who consider opposition to any appropriations of money from the state treasury as the "open sesame" to political preferment, and 3. The honest antagonists, who meet you on an open field, and with an unpoisoned lance. The first class will always be the thorn in the flesh of the body politic; the second echo the covert opposition to free schools found in too many caucus managers; and the third must be met in fair debate by the advocates of normal schools. The support of normal schools by any state implies a high degree of civilization—a large faith in the maxims of the purists in politics and social economy. When the history of the last few almost chaotic years is reviewed, the comparatively cordial support accorded to these schools is a surprise. In the better era that seems about to dawn their existence will not be problematical if their friends will interest themselves in their support, with any degree of heartiness.

The Normal School announced to be held at Pittsfield, Ill., by Profs. Harris, Dinsmore, and Dobbin, has been united with the Institute and Normal School to be held at Griggsville, Ill., beginning July 9. Prof. Harris will assist during the session, and will also deliver a lecture. The Institute will be conducted by Prof. Hull, of Southern Illinois Normal University, as announced in the circulars which have been already issued, and all that has been published in them will be put into effect unless notice to the contrary is given hereafter. We feel warranted in saying that the teachers of Western Illinois can find no better opportunity for improvement in the art of teaching. For information apply to A. C. Mason, Perry, Ill., P. H. Harris, Time, Ill., or R. M. Hitch, Griggsville, Ill.

The Knox County Institute will commence July 29th, and continue four weeks.——The annual drill of Morgan County will commence on Monday, July 30, and continue three or four weeks. Instruction will be given in all the branches required by law for first and second grade certificates, also in theory and art of teaching. Lectures will be given during the term by prominent educators and scientists. Terms one dollar per week. For further particulars, address Henry Higgins, County Superintendent, Jacksonville.

Wisconsin.

THE report of the Sharon Graded School, for the month ending March 2d, 1877, published in the *Enquirer*, includes the High School, Grammar, Intermedite, and Primary departments. The whole number enrolled is 162; the per cent of attendance is 97; and there is but one case of tardiness, and that in the primary department. The principal, Mr. F. O. Burdick, states in the report that he is willing to put his report, especially that of punctuality, beside any report in the state.——The teachers of Green county have bought a complete set of Appleton's American Encyclopedia for the use of the institutes, examinations, and teaehers' conventions. About $60 was raised at the Juda institute, and the balance was contributed by teachers from the north part of the county, not present. Supt. Richmond gave $10, and Prof. Purman gave his commision, about $15. The work is to be kept by the Superintendent of Schools, and used as above stated, in institutes and conventions.——The following communication is from the *Badger State Banner*, dated May 1st, published at Black River Falls: *Editor Banner:*—Availing ourselves yesterday of an opportunity to visit your public schools, we feel compelled to ask you a moment's indulgence that we may express our opinion of the work that is being done in your little town towards the development of manhood and womanhood among those who are in daily attendance upon these schools, and this with no intention to flatter or commend, but rather in justice reward merit and meritorious labor. We venture the statement, after having visited a large number of the so-called best schools in the state, that you cannot find in Wisconsin a better disciplined school. Order, Heaven's first law, prevails everywhere, and yet accompanied by a bright, cheerful expression upon the part of teacher and pupil, showing that this "duty" was made a pleasure. When one finds an orderly school he may always look for a thoroughly-taught school, and here we were not disappointed; but, without going into details, we would like to notice one distinct tendency of all the teaching, so far as we are able, which particularly claimed our attention, and which past experience has shown is easily found in our best (?) schools. We refer to the fact that the pupils are taught to *think for themselves.* * * * Certainly the citizens of Black River Falls are to be congratulated upon having one of the finest school buildings in the state, and we further congratulate them upon having such an efficient corps of teachers as Prof. DeLaMatyr and his able assistants.—W. H. C.——The following is from the *State Journal:* The educational interests of Stoughton are in excellent hands. There is a fine graded school, of which Prof. G. W. Currier is the able principal; and he is faithfully and efficiently assisted by Misses Vedder, Douglass, and Wyman. A *State Journal* reporter, in company with Mr. Superintendent Ames and several citizens of Stoughton, paid the school a visit yesterday afternoon and listened to the recitations and exercises with much interest.

Michigan.

LAST December a prize was offered the teachers in the public schools of Muskegon for the best essay upon "Methods of Instruction and Discipline." The prize was Coleridge's "Ancient Mariner" illustrated by Dorè, and the time six weeks. When the several essays presented were examined by a committee of the school board appointed to decide, the prize was unanimously awarded to Miss Hattie Aiken, a graduate of the Normal School, full English course, for the year 1873. The motto of the thesis is:

"For forms of government let fools contest;
Whate'er is best administered is best."

The essay has been printed in pamphlet form, and we have had an opportunity of reading it. It is certainly well and pungently written, and all the young teachers of Michigan would do well to read it.——Two of the official inspectors of the Normal School, Superintendent George and Hon. S. Johnson, have paid hasty visits to the school. Superintendent Tarbell also made a more extended visit. The school is now in a flourishing condition and well on in the work of the closing term. The Legislature has appropriated $34,600 for the current expenses of the next two years, and the law-makers are now wrestling over a proposed appropriation for an additional building which is much needed.——The City Superintendents' Association has announced its spring meeting for May 17th and 18th, at the Hibbard House, Jackson. This is the programme: On Thursday, evening, May 18th, Superintendent J. C. Jones, of Pontiac, will present a brief review of the past work of the Association in the establishment of Grades, Courses of Study, etc. The following topics and questions are offered for discussion during the meeting: 1. The Educational Legislation of the year. 2. The Normal School, and its relation to the Public Schools of the State. (Prominence will be given to this subject, which is one of especial interest). 3. City "Training Schools." 4. How often should "regular examinations" occur in Grades below the High School? 5. How can Superintendents and Teachers cause the advantages of the Common Schools to be more fully appreciated by the people? The call is issued by President Bemiss, of Coldwater, and Secretary Crissey, of Flint. Members of the Normal School faculty have been invited to take part in the discussion of the relation of the Normal School to the public schools of the state.

Chicago Notes.

Prof. JAMES HANNAN, Chicago.

THE April meeting of the Principals' Association was held at the usual hour and place, May 12th. Secretary Mahoney read the minutes of previous meeting, which, under the president's ruling, contained an essay. The minutes, including the essay, were well received and promptly approved.

The Superintendent stated that in assigning work to substitutes, preference should be given to those whose names were first on the lists for the several schools which were then distributed. He further stated that opportunity should be given pupils to commence the optional studies this term, and that no pupil should be excused from them except through the Superintendent's office. Also, that no changes of text-books, or the course of instruction recently made, or still pending, went into effect until September. Attention was also called to the very important changes in the high schools, which were made at the last meeting of the Board of Education. Eighth grade pupils who were candidates for the High School department, should be instructed that this year and hereafter all pupils who passed from the grammar departments would be sent to the division high schools except those who desired to prepare for college. These last would go to the Central High School for a three years' course. Pupils who went to the division high schools would complete that course in two years, after which a further course of two years could be taken by those who wished, in the Central School; that is to say, the schools heretofore known as division high schools have become intermediate schools for the better preparation of candidates for the Central High School.

Assistant Superintendent Doty stated that, in his judgment, the present text-book in primary geography was defective, and could not be profitably followed as a guide in teaching that subject. The Assistant Superintendent took occasion to express a wish that the syllabus of geography prepared some years ago by Mr. Pickard, and published in the Twentieth Annual Report, might be restored to use in the schools. Mr. Doty, however, did not wish to be understood as including in his wish or recommendation, a certain unfortunate report, prepared by a committee of the Association, adopted by that body, and used for one year, which was designed by its misguided authors to render definite the grade work of the syllabus aforesaid, and which was finally and incontinently kicked out by vote of the Association, near the beginning of the present year. The use and study of cheap maps of the seat of the present eastern war, was recommended for the higher grades. A sentiment recently heard by the Assistant Superintendent, to-wit: "The little things in school are the big things," was quoted approvingly. The ungraded rooms recently organized in certain of the large schools, were not to be regarded as "Botany Bay schools," and principals were requested to endeavor to repress any disposition, especially on the part of teachers, to so regard them. At this point Supt. Pickard took occasion to emphasize what Mr. Doty had said on this subject, and stated that the basis of the ungraded room should be helpfulness. Henceforth no pupils would be placed in those rooms except on order from the Superintendent's office.

Upon calling the roll of schools it was ascertained that from the 25 grammar schools there will be 871 candidates for admission to the high schools at the coming annual examination. Pupils will be examined at their respective school buildings, as last year, but more time will be taken.

The executive committee were directed to recommend passing averages for each of the grades in the interest of uniformity, and report the same to the next meeting.

The discussion of the day was upon the question of tardiness, and the management of pupils who come to school too early. The latter evil was generally agreed to be more prevalent and mischievous in Chicago than the former. Notwithstanding the fact that one or two ladies who had been assigned a part in the discussion, failed to put in an appearance, the persons who did take part made it interesting and profitable. The speakers were Messrs. Slocum, Belfield, G. D. Broomell, Pickard, Baker, Mrs. Young, and Mrs. Hardick. As a result of the discussion, a committee, consisting of Messrs. Slocum, Belfield, and Miss Little, was appointed to devise ways and means of notifying pupils and parents of the proper time to leave home for school in the morning. It was thought that possibly the bells connected with the city fire department might be profitably used in such a connection. The meeting adjourned till June 9th, when the subject of "School Records" will be discussed.

Mr. J. K. Merrill has so far recovered his health as to resume work in school. Instead of going back to the "Brown," however, he is engaged in the West Division High School. It is matter for congratulation that Mr. Merrill, who so narrowly escaped death last winter, is so soon able to return to the class-room.——Now is the time of the book-agents' agony. Instead of the decisive and irrevokable vote by which the famous commission, recently passed into history, always settled its momentous disputes, the vote of the Chicago Board of Education, in the case of several important text-books, stood 7 to 7. So all parties are waiting for the return of Inspector Reed, who was absent at the last meeting, to the city, who, as the Bradley of the Board, will afford an opportunity for history to repeat itself.——A resolution, offered by Inspector English, recently, provides that in certain contingencies, certain persons connected with the book business shall come forward and swear that they have no interest, "present, prospective, or contingent," in certain books. Were it not for the well-established character of the book men, it might be safely predicted that the settlement of the pending controversy would occasion an ample amount of "swearing" among the defeated, without making the victors "swear" too.

Publishers' Notes.

ALL letters relating to advertising or subscription should be addressed to S. R. Winchell & Co., 170 Clark Street, Chicago. Letters designed for the individual editors should be addressed to them as their names are published in the WEEKLY.

—We desire to make a special offer to teachers and schools wishing to advertise in our columns. We will insert short advertisements—not exceeding five lines by count—four times for one dollar in advance. For each additional line, five cents each insertion, and five cents a line for each insertion after the fourth. This offer is made because we know of so many good teachers, and several good schools, who have applied to us for information respecting vacancies. We are glad to render any assistance in our power, and therefore offer to insert their advertisements at the bare cost to us. The letters in reply may be addressed to our care, if it is preferred. A special column will be devoted to this class of advertisements, or whatever space may be necessary.

—Remember that the WEEKLY is not sent beyond the time paid for. A large number of our Illinois subscribers have noticed "22" following their names on the address of their papers. It is time now for such to make renewals for another year. By clubbing together the price is made so low that not one subscriber should allow the paper to stop. During the last three months subscriptions have been expiring at the rate of nearly 100 a week, sometimes as many as 150, and yet our list has gradually increased by reason of renewals and new subscriptions. We mail a few more papers each week than the week preceding.

—The St. Louis *Republican* says of J. B. Merwin, the editor of the *American Journal of Education*, that "no man has done more for the cause of education in the West and South," and it is only necessary to read his wide-awake journal to see the force of the remark. In a recent letter from him, referring to our advertisement of his journal, he says: "It is not often that you have customers complain that they hear *too much* and *too often* from *advertisements*. It is my case. I *do* hear too much and too often from my advertisement in your journal. Please add—after $1.00 a year: Send 15 cents for sample copy. * * * It [your journal] is the *best, by all odds*, of the weeklies." We think it not inappropriate that we "make a note on't."

—We take special pleasure in announcing that our Wisconsin agent, Mr. A. H. Porter, who resides at Whitewater, is authorized to receive subscriptions for that grand new work by Messrs. Kiddle and Schem, the *Cyclopedia of Education*, the only work of the kind ever published in this country. By a special arrangement with Mr. Steiger, the publisher, we have the exclusive right, through Mr. Porter, of selling the work in five counties in Wisconsin, viz., Walworth, Jefferson, Dane, Rock, and Green. Any parties in those counties who may wish to purchase the work or obtain information respecting it, can do so by addressing Mr. Porter at Whitewater.

The WEEKLY is just the paper needed, and is the best journal of the kind with which I am acquainted.
R. F. POULEY,
Principal Rochester Seminary, Wis.

The WEEKLY is an invaluable aid to the teacher, and should be in the hands of every one interested in the cause of education.—*Oconomowoc (Wis.) Local.*

We are much pleased with your journal, and the prospectus with which you start, and shall make use of your columns for advertising very shortly.—*L. Prang & Co., Art Publishers, Boston.*